The following results reflect the current needs as reported by administrators, teachers and paraprofessionals in the State of South Dakota on a survey given in December of 2006. Percentages were figured in the following way: If a principle or area was rated number one it was given three points, if it was rated number two it was given two points and if it was rated a three it was given one point. The points were then totaled and divided by the total number of points for each ESA. The top three principles or areas have been listed and graphed in the following report.

Principle 1 Teachers create meaningful learning experiences for students through understanding of central concepts related to the education of students with disabilities.

- federal disabilities legislation
- expanded curriculum (hearing, vision, etc.)
- transition support and services
- special education policies and procedures
- assistive technology
- content standards
- functional standards

Principle 2 Teachers provide learning opportunities that support intellectual, social, and personal development of each learner, based on the understanding of how children learn and develop.

- student learning styles
- cognitive development
- social and emotional development among children
- brain-based learning
- significant health issues in children

Principle 3 Teachers create instructional opportunities that are adapted to diverse learner needs.

- information on disabilities
- English as a second language (ESL) strategies
- cultural diversity
- family needs assessment
- bilingual special education
- communication/involvement of parents

Principle 4 Teachers use a variety of instructional strategies to encourage students' development and performance.

- co-teaching/collaborative teaching
- cooperative learning
- inclusive classroom strategies
- services in natural environments
- direct instruction
- early intervention strategies
- mastery learning
- accommodations/modifications in classroom instruction

Principle 5 Teachers create a learning environment that encourages positive social interaction, active engagement in the classroom, and self-motivation.

- coordination with families
- positive behavior supports
- functional behavior assessments
- conflict resolution/de-escalation of aggressive student

- student self advocacy skills
- behavior intervention plans
- creating a safe school environment

Principle 6 Teachers foster inquiry, collaboration and supportive interaction in the classroom through use of effective verbal, non-verbal, and media communication technologies.

- use of assistive/supportive technology
- adaptive technology

- computer assisted instruction
- collaboration/teaming with other

• Technology for Teaching and Learning (TTL) information

professionals

Principle 7 Teachers plan instruction based on knowledge of subject matter, students, community, and curriculum goals.

- pre-school curriculum
- IFSP/IEP standards based goal writing
- collaboration with non-school agencies

- collaboration on IFSP/IEP teams
- transition (into school, through school, school to work)

Principle 8 Teachers use informal and formal assessment strategies to evaluate and ensure intellectual, social, and physical development of the learner.

- testing accommodations
- curriculum based assessment
- implementing teacher assistance teams
- functional assessment
- using evaluation data to determine goals

- portfolio assessments
- interpreting test results
- determining special education eligibility
- alternative assessment

Principle 9 Teachers are reflective practitioners who evaluate effects of their choices and actions on others and seek opportunities to grow professionally.

- monitoring student progress
- family/school relationships
- peer coaching/mentoring
- using technology to manage workload

- data based decision making
- effective communication skills
- working as special/regular education teams

Principle 10 Teachers foster relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.

- collaboration/team building
- roles of the para professional
- roles of related service providers
- collaboration with medical community
- roles of IFSP/IEP team members
- family/community involvement
- school/business partnerships